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AUTHOR Bowman, Betsy Linn; And Others
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ABSTRACT

Two studies of teaching roles used by faculty in baccalaureate and higher degree nursing programs are discussed. The first study examined perceived clinical teaching roles identified by nurse faculty members who taught in clinical laboratory settings. Responses from 30 interviews revealed that: (1) The most commonly perceived role was that of steering; (2) The degree of teacher preparation and teaching or clinical experience affected the number of roles perceived; and (3) The teacher model was the factor that most frequently influenced perceptions of teaching roles. The second study examined clinical laboratory teaching roles currently used by nursing education faculty. Questionnaires returned by 273 nurse faculty members yielded five meaningful categories of teaching roles: steering, overseeing, patterning, validating, and advising. The findings in both studies suggest that certain factors influence the use of teaching roles by nursing faculty. (CJ)

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TEACHING ROLES: THEIR CATEGORIZATION AND CHARACTERISTICS OF THE FACULTY USING THEM

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BETSY LINN BOWMAN, The University of Texas at Austin School of Nursing
JANET M. BURGE, The University of Alabama in Huntsville School of Nursing
VIVIAN LUNDY DEITZ, Western Carolina University, Department of Nursing
KATHLEEN R. STEVENS, The University of Texas Health Science Center School of Nursing at Houston

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BETSY LINN BOWMAN, The University of Texas at Austin School of Nursing
JANET M. BURGE, The University of Alabama in Huntsville School of Nursing
VIVIAN LUNDY DEITZ, Western Carolina University, Department of Nursing
KATHLEEN R. STEVENS, The University of Texas Health Science Center School of Nursing at Houston

ABSTRACT

Two studies dealing with teaching roles used by faculty in baccalaureate and higher degree nursing programs are discussed. Categories for the teaching roles are identified. Data discussed are from 30 interviews and 273 questionnaires. Teaching roles categorized as advising and steering were reported more frequently and those categorized as socializing were reported less frequently. Teacher characteristics significantly related to the use of roles included level of students taught, experience, size of faculty group, and degree held. Formal courses in teaching did not affect the roles used. The factor analyses yielded five meaningful categories: steering, overseeing, patterning, validating, and advising.

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Introduction

As a practice discipline, nursing education relies heavily on learning experiences in clinical laboratory settings. Students and faculty in nursing schools spend a great deal of time in these clinical laboratory settings (Davis, 1975; Infante, 1975). Literature related to the teaching roles used in the clinical laboratory setting is based primarily on reports of experience, rather than on theory and research (Bowman, 1976; Daggett, Cassie, and Collins, 1979; Smoyak, 1979).

Terms used to describe teaching roles in the nursing literature are limited in number. In contrast, a wide variety of terms are found in general educational literature (Conley, 1973; Dunkin and Biddle, 1974; Pullias and Young, 1968; Schweer and Gebbie, 1976). More detailed information is needed about the teaching roles used by faculty members in order to help faculty understand and carry out their roles, as well as to improve communications between faculty about the roles used.

Two studies related to teaching roles used by nursing faculty in baccalaureate and higher degree programs will be presented. Study I by Bowman (1976) describes the perceived clinical teaching roles identified by selected

nurse faculty members from two schools of nursing (Abstract appears in Appendix A). Study II conducted by Bowman, Burge, Deitz, and Stevens (1979) identifies the teaching roles used by selected nurse faculty teaching in schools in the Southern Region (Abstract appears in Appendix B).

Research Questions

Two primary questions were investigated in both studies. The questions are summarized as follows:

Question 1. What are the clinical teaching roles of undergraduate and graduate faculty? Study I deals with the perceptions of faculty and Study II deals with what roles actually being used.

Question 2. How do selected demographic characteristics relate to the use of clinical teaching roles?

Bowman (1976) generated a list of eight specific research questions from the above (see Appendix C). Bowman, Burge, Deitz, and Stevens (1979) generated eight hypotheses for the above questions (see Appendix D).

Teaching Roles

The teaching roles described in general educational literature deal primarily with teachers in classroom settings. Dunkin and Biddle (1974) include these teacher roles in their report analyzing research on teaching: supervisor, director, resource person, emitter, socializing agent, watcher-helper, participator, informer, motivator, and others (pp. 192-193 and 215-218). Pullias and Young (1968) include moderrizer, creator, searcher, model, emancipator, actor, and others (p. viii).

Supervision is a primary teaching role described in nursing educational literature. Other roles include role modeling, preceptor, apprentice, coach, and socialization agent (Conley, 1973; Crancer, Fournier, and Maury-Hess, 1975; Glass, 1971; Martocchio, Lee and Walker, 1971; Santopietro and Rozendal, 1975; Schweer and Gebbie, 1976; Smoyak, 1978).

Factors Influencing Teaching Roles

A number of factors may influence the roles of teachers. These factors include the student, the level of the student, the speciality area of the faculty member, the age of the teacher, the sex of the teacher, and the

learning environment (Dunkin and Biddle, 1974; Fry, 1975; Little and Carnevali, 1972; Middlebrook, 1970; Quint, 1967a; Schweer and Gebbie, 1976; Williamson, 1972).

Data Sources and Methods

Study I (Bowman, 1976)

Sample

The population for this study consisted of nursing faculty members teaching in clinical laboratory settings in baccalaureate and higher degree nursing programs. Thirty faculty members from two state-supported schools of nursing in Texas volunteered to participate in the study. There were 15 faculty members from each school of nursing. Of the 15 from each school, 5 had taught at least one graduate clinical course and the remaining 10 had taught only undergraduate courses. Each participant was a nurse who had an earned master's degree and who had, within the last two years, been responsible for students who were in clinical laboratory settings in at least one regularly scheduled course.

Instruments

Interview approach. An interview guide was developed using structured and unstructured questions.

Unstructured questions were used to obtain descriptions of teaching roles without biasing the participant. The questions were designed to obtain information about the participant's perceptions of teaching role, as well as demographic data which included courses taught, specialty area, preparation for teaching, level of the student taught, and years of experience (see Appendix E).

Teacher role categories. The Teacher Role Categories were developed in order to sort the perceived teaching roles into meaningful groups. The roles included in Dunkin and Biddle (1974) and Pullias and Young (1958), as well as those described in nursing literature, provided the basis for the roles included and excluded. A dictionary and a thesaurus supplemented these sources. Five broad categories were identified, with specific roles making up the subcategories (The categories appear in Table 1 and in Appendix F).

Four of the five categories were considered to be internal to the teaching-learning process. Advising roles comprised the first category and they were further described as those roles in which the teacher participates in the teaching-learning process as a clinical content or expert person. The second category contained the conferring

TABLE 1

TEACHING ROLES REPORTED BY FACULTY MEMBERS

Roles	Subcategory Total	Category	
		Total	Percent
Advising			
Consultant	4		
Mentor	3		
Resource Person	4		
Total		11	12.2
Conferring			
Consultant	1		
Collaborator	0		
Colleague	1		
Total		2	2.2
Steering			
Tutor (Coach)	18		
Preceptor	0		
Craftsman/Apprentice	0		
Apprentice/Craftsman	1		
Demonstrator	12		
Instructor	9		
Observer	2		
Validator	1		
Evaluator	1		
Supervisor	9		
Total		53	58.9
Socializing			
Socialization Agent	15		
Total		15	16.7
Overseeing			
Supervisor	3		
Monitor	0		
Proctor	0		
Disciplinarian	0		
Liaison	6		
Total		9	10.0
Totals	90	90	100.0

roles. These roles were described as those in which the teacher participates in the teaching-learning process as a peer, assuming the role of interpersonal and process expert. Roles in which the teacher participates in the teaching-learning process by guiding and directing made up the third category of steering roles. The fourth category included roles which aid in the adaptation of the student to the role of nurse, namely, socializing roles.

Overseeing roles comprised the fifth category and were considered external to the teaching-learning process. In this category the teacher participates in the teaching-learning process in a regulatory role.

Methods

Interviews were conducted and tape recorded. Data from the recordings were transcribed and the descriptions of teaching roles were identified and grouped. Three judges were asked to do the interpretative phrases according to the teacher role categories in order to check the reliability of the original interpretations of material from three interviews. The judges were in overall agreement with the content originating from the three interviews.

Tabulations were made for each question asked, as well as for the teacher role categories identified. Teaching roles were totaled by category and subcategory. Frequencies, medians, means, and percentages were used in analyzing the data.

Results

All of the participants in this study were women with a mean of 7.7 years, whose teaching experience ranged from 1 to 25 years. Twenty-four of the 30 had had specific preparation for teaching, while 6 had had none.

Participants were asked to identify their primary area of clinical specialization. Seventeen indicated specialty areas in medical-surgical nursing and 5 in maternal-child nursing. Three faculty or less indicated specialty areas of psychiatric nursing, pediatric nursing, community health nursing, and general nursing.

Teaching roles were tabulated for each category. A total of 90 roles were reported, or an average of 3 roles per participant. The largest single category was that of the steering roles (53), followed by socializing roles (15), advising roles (11), overseeing roles (9), and conferring roles (2) (Table 1, p. 6).

The teaching roles reported were tabulated according to the teacher characteristics. Faculty members who were classified as graduate and undergraduate had identical means. Faculty members dealing with graduate students reported more advising, conferring, and overseeing roles and fewer steering and socializing roles (Table 2). When the teaching roles were tabulated according to the level of student taught, the four faculty members teaching only graduate students reported no conferring or socializing roles (Table 3).

The teaching role tabulations according to area of specialization indicated that the faculty members in medical-surgical nursing used the most roles (57.5), with the steering roles making up the largest group (Table 4).

Faculty members reporting preparation for teaching had a mean of 3.2 roles while those with no preparation for teaching had a mean of 2.2 roles (Table 5). The group having preparation beyond the master's degree but no preparation for teaching had a mean of 3.1 roles (Table 6). This group reported more roles in each category. When tabulated according to years of teaching experiece, the faculty members with more than 6 years' experience had a mean of 3.7 roles and those with 6 years or less had a mean of 2.6 (Table 7).

TABLE 2

TEACHING ROLES REPORTED

BY UNDERGRADUATE AND GRADUATE FACULTY MEMBERS

Faculty Classification	Role					Total		
	Advising	Conferring	Steering	Socializing	Overseeing	Number	Percent	Mean
Undergraduate (N = 20)	0	0	42	14	4	60	66.7	3.0
Graduate (N = 10)	11	2	11	1	5	30	33.3	3.0
Totals (N = 30)	11	2	53	15	9	90	100.0	3.0

TABLE 3

TEACHING ROLES REPORTED BY FACULTY MEMBERS

WITH RESPECT TO THE TYPE OF STUDENT TAUGHT

Type of Student Group	Role					Total		
	Advising	Conferring	Steering	Socializing	Overseeing	Number	Percent	Mean
All generic (N = 7)	2	0	11	5	2	20	22.2	2.9
Generic and registered nurse (N = 19)	4	2	36	10	4	56	62.2	3.0
Graduate only (N = 4)	5	0	6	0	3	14	15.6	3.5
Totals (N = 30)	11	2	53	15	9	90	100	3.0

TABLE 4

TEACHING ROLES REPORTED BY FACULTY MEMBERS

WITH RESPECT TO THE CLINICAL SPECIALTY AREAS

Clinical Focus Area	Role					Total		
	Advising	Conferring	Steering	Socializing	Overseeing	Number	Percent	Mean
Medical-surgical nursing (N = 16.5)	5	2	34.5	8.5	7.5	57.5	63.9	3.5
Psychiatric nursing (N = 3)	3	0	4	1	0	8	8.9	2.7
Maternal child nursing (N = 4.5)	1	0	6.5	2.5	.5	10.5	11.7	2.3
Pediatric nursing (N = 2)	0	0	3	1	0	4	4.4	2
Community health nursing (N = 2)	2	0	2	1	1	6	6.7	3
Integrated, general nursing (N = 2)	0	0	3	1	0	4	4.4	2
Totals (N = 30)	11	2	53	15	8	90	100	3.0

TABLE 5

TEACHING ROLES REPORTED BY FACULTY MEMBERS

WITH RESPECT TO THEIR PREPARATION FOR TEACHING

Preparation for Teaching	Role					Total		
	Advising	Conferring	Steering	Socializing	Overseeing	Number	Percent	Mean
Yes (N = 24)	10	2	45	12	8	77	85.6	3.2
No (N = 6)	1	0	8	3	1	13	14.4	2.2
Totals (N = 30)	11	2	53	15	9	90	100	3.0

TABLE 6

TEACHING ROLES REPORTED BY FACULTY MEMBERS

WITH RESPECT TO ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE

Academic Preparation beyond the Master's Degree	Role					Totals		
	Advising	Conferring	Steering	Socializing	Overseeing	Number	Percent	Mean
Yes (N = 17)	7	2	30	8	5	52	57.8	3.1
No (N = 13)	4	0	23	7	4	38	42.2	2.9
Totals (N = 30)	11	2	53	15	9	90	100	3.0

TABLE 7

TEACHING ROLES REPORTED BY FACULTY MEMBERS WITH RESPECT

TO THE LENGTH OF BACCALAUREATE AND HIGHER DEGREE TEACHING EXPERIENCE

Baccalaureate and Higher Degree Teaching Experience	Role					Totals		
	Advising	Conferring	Steering	Socializing	Overseeing	Number	Percent	Mean
6 years and under * (N = 18)	2	1	30	10	3	46	51.1	2.6
Over 6 years (N = 12)	9	1	23	5	6	44	48.9	3.7
Totals (N = 30)	11	2	53	15	9	90	100	3.0

*6 years represented the mean number of years of teaching experience.

A variety of factors were reported as influencing the use of teaching roles. Of a total of 59 factors reported, the teacher who modeled the role of nurse was the most frequently reported (9) followed by experiences in clinical nursing practice (8). Knowing one's inner self (5), general influence of people (4), and graduate education (4) were the other factors most frequently reported.

Study II (Bowman, Burge, Deitz, and Stevens, 1979)

Sample

The population for this study consisted of nursing faculty members teaching in clinical laboratory settings in baccalaureate or baccalaureate and higher degree nursing programs in the Southern Regional Education Board's 14 states. A randomized sample of 451 faculty was selected. They represented a total of 81 institutions. From this group 325 faculty members returned questionnaires, of which 273 were useable. These 273 questionnaires represented 60.53 percent of the original sample.

Instrument

The Inventory of Clinical Teaching Roles (ICTR) was developed and consisted of two parts. Part I contained

information about the selected demographic characteristics. These included age, sex, educational background, experience, and current teaching situation (see Appendix G).

Part II contained information about the teaching roles used. Roles were identified from previous studies in education and nursing and based on those identified by Bowman (1976). Critical analysis of the roles by the investigators and a panel of 13 experts resulted in some changes from the original categories. The final categories were advising, evaluating, overseeing, conferring, steering, and socializing. The subcategories contained the roles of consultant, resource person, collaborator, colleague, tutor, craftsman/apprentice, coordinator, proctor, disciplinarian, and liaison. The roles were presented on a Likert-type scale, indicating the frequency of use as often, sometimes, seldom, and never (see Appendix G). Instrument reliability of .809 was established.

Methods

Data collection. Questionnaires were mailed to the 451 faculty members with a return envelope. Follow-up letters were sent to those not responding initially.

Data analysis. Data from the questionnaires were transcribed and statistically analyzed using frequencies, analysis of variance, one- and two-way analysis of variance, Pearson correlations, discriminate function analyses, and factor analysis.

Results

Demographic characteristics of the faculty participating in this study are shown in Table 8. Demographic characteristics of the institutions and the programs in which these faculty taught are shown in Table 9.

Frequencies were calculated for each category and subcategory. The percentages for faculty use of the roles are shown in Table 10. Those most often used were consultant (86.4%), validator (82.3%), resource person (80.9%), collaborator (74.5%), and coordinator (74.5%). The number of teacher roles reported ranged from 14 to 18, with a mean of 17.557 and a standard deviation of .803.

Area of teaching responsibility. The area of clinical teaching responsibility was significantly related to the roles reported. Teachers in the areas of adult health, maternal-newborn, pediatric, and psychiatric mental health reported using the observer role significantly

TABLE 8

CHARACTERISTICS OF FACULTY MEMBERS

Characteristic	Number	Percent
Sex		
Male	6	2.2
Female	265	97.1
No Response	2	0.7
Age Range		
25 and under	6	2.2
26-35	104	38.1
36-45	91	33.3
46-55	51	18.7
56 and above	12	4.4
No Response	9	3.3
Number Years Teaching Experience in Baccalaureate and Higher Degree Programs		
1-2 years	53	19.4
3 or more years	220	80.6
Primary Teaching Area		
Medical Surgical/Adult Health	114	41.8
Maternal Newborn	37	13.6
Pediatrics	26	9.5
Community Health	32	11.7
Psychiatric/Mental Health	44	16.1
No Response	20	7.3
Highest Degree Held		
Baccalaureate in Nursing	11	4.0
Masters in Nursing	196	71.8
Masters Not in Nursing	28	10.3
Doctorate	34	12.5
No Response	4	1.4
Formal Courses in Teaching		
General Education	38	13.9
Nursing Education	55	20.1
Both General Education and Nursing	160	58.6
None	19	7.0
No Response	1	0.4
Practicums in Clinical Teaching		
Yes	147	53.8
No	125	45.8
No Response	1	0.4

TABLE 9

CHARACTERISTICS OF INSTITUTIONS AND PROGRAMS

Characteristic	Number	Percent
Type of Institution		
Public	205	75.1
Private	68	24.9
Types of Programs Offered		
Baccalaureate	107	39.2
Baccalaureate, Masters	130	47.6
Baccalaureate, Masters, Doctorate	36	13.2
Classification of Nursing Students		
Freshman	3	1.1
Sophomores	12	4.4
Juniors	92	33.7
Seniors	80	29.3
Graduates	26	9.5
More Than One Class	59	21.6
No Response	1	0.4
Type Program for Primary Teaching Responsibility		
Baccalaureate	241	88.5
Masters	32	11.5
Year Clinical Nursing Courses Begin		
Freshman	7	2.6
Sophomore	109	39.9
Junior	151	55.3
No Response	6	2.2
Size of Faculty Group/Institution		
1-12	23	8.4
13-24	73	26.7
25-36	46	16.8
37-50	48	17.6
51 and above	83	30.5

TABLE 10

SUMMARY OF THE FREQUENCY OF THE TEACHER ROLES USED

Roles	Percentage of Roles Used (N = 273)			
	Often	Sometimes	Seldom	Never
Advising				
Consultant	86.4	12.2	1.4	0.0
Resource Person	80.9	17.7	1.4	0.0
Conferring				
Collaborator	74.5	22.6	2.9	0.0
Colleague	19.5	44.8	29.3	6.4
Steering				
Tutor	58.6	32.7	8.6	0.0
Craftsman/Apprentice	23.6	36.4	33.6	6.4
Demonstrator	30.5	40.5	27.2	1.8
Instructor	64.5	25.5	9.6	0.4
Supervisor	54.1	30.5	14.0	1.4
Evaluating				
Observer	60.5	31.8	6.9	0.8
Validator	82.3	15.9	1.4	0.4
Evaluator	69.5	25.0	5.5	0.0
Socializing				
Socialization Agent	60.5	30.5	7.6	1.4
Apprentice	9.1	46.5	38.0	6.4
Overseeing				
Coordinator	75.6	21.4	4.1	0.0
Proctor	59.1	26.8	11.4	2.7
Disciplinarian	24.5	33.6	33.6	8.3
Liaison	70.5	22.6	5.5	1.4

more frequently ($p \leq .01$) than teachers in community health. Teachers in the areas of adult health, maternal newborn, and pediatrics reported using the observer role significantly more frequently ($p \leq .05$) than psychiatric mental health teachers. Teachers in the area of maternal newborn reported using the proctor role significantly more frequently ($p \leq .01$) than teachers in the community health area and significantly more frequently $p \leq .05$ than teachers in psychiatric mental health.

Level of student taught. The level of the student taught was significantly related to the role categories of steering, evaluating, and overseeing. Significant relationships were found to the roles of consultant, craftsman, apprentice, demonstrator, supervisor, observer, coordinator, proctor, disciplinarian and liaison. A summary of the significant analyses of variance for the role categories and roles by level of student taught appears in Table 11.

All groups reported using three of the six role categories (steering, evaluating, and overseeing) and eight of the nine roles in Table 11 more frequently than faculty teaching graduate students. Only faculty teaching beginning students and advanced undergraduates reported

TABLE 11

SUMMARY OF SIGNIFICANT ANALYSES OF VARIANCE FOR THE

TEACHER ROLE CATEGORIES AND ROLES BY LEVEL OF STUDENT TAUGHT

Variable	Source	df	SS	$\bar{X}^2$	F-Ratio	F-Prob.
			Role Category			
Steering	Between	3	4.7557	1.5852		
	Within	259	73.3510	.2832	5.5974	.0010**
	Total	262	78.1067			
Evaluating	Between	3	1.2778	.4259		
	Within	259	36.1200	.1395	3.0540	.0290*
	Total	262	37.3978			
Overseeing	Between	3	6.9934	2.3311		
	Within	259	60.7490	.2346	9.9387	.0000*
	Total	262	67.7424			
			Role			
Consultant	Between	3	1.7044	.5681		
	Within	259	44.9040	.1734	3.2768	.0216*
	Total	262	46.6084			
Craftsman/ Apprentice	Between	3	7.4488	2.4829		
	Within	256	176.1512	.6881	3.6085	.0139*
	Total	259	183.6000			
Demonstrator	Between	3	11.2043	3.7348		
	Within	259	160.6588	.6203	6.0209	.0006**
	Total	262	171.8631			
Supervisor	Between	3	5.3991	1.7997		
	Within	259	138.9051	.5363	3.3557	.0195*
	Total	262	144.3042			
Observer	Between	3	8.6305	2.8768		
	Within	256	93.1234	.3638	7.9085	.0000**
	Total	259	101.7539			
Coordinator	Between	3	5.4532	1.8177		
	Within	259	68.8358	.2658	6.8394	.0002**
	Total	262	74.2890			
Proctor	Between	3	5.4345	1.8115		
	Within	258	153.8212	.5962	3.0384	.0296*
	Total	261	159.2557			
Disciplin- arian	Between	3	23.9807	7.9936		
	Within	258	199.2254	.7722	10.3518	.0000**
	Total	261	223.2061			
Liaison	Between	3	5.5768	1.8589		
	Within	258	93.8163	.3636	5.1122	.0019*
	Total	261	99.3931			

*$p \leq .05$
**$p \leq .001$

using the liaison role more frequently than those faculty teaching graduates. The overseeing category was the only category in which significant differences were reported for all roles. Faculty teaching only graduate students reported using these roles significantly less than all of the other groups.

The lack of significance in the category of socializing and evaluating roles is of interest. These are major roles in nursing education at undergraduate levels as well as graduate levels.

Teaching experience. Teaching experience was significantly related to the steering role category and to the roles of craftsman/apprentice, demonstrator, supervisor, and observer. A summary of the significant analyses of variance for the role categories and roles by teaching experience appears in Table 12.

Teachers with less experience reported using the steering roles more frequently than experienced teachers. The less experienced teachers used the roles of craftsman/apprentice, demonstrator, supervisor, and observer more frequently than did the experienced teachers.

TABLE 12

SUMMARY OF SIGNIFICANT ANALYSES OF VARIANCE FOR TEACHER ROLES BY TEACHING EXPERIENCE

	Source	df	SS	$\bar{X}^2$	F-Ratio	F-Prob.
			Role Category			
Steering	Between	1	1.9862	1.9862		
	Within	271	82.0744	.3029	6.5582	.0110*
	Total	272	84.0606			
N for LE = 53						
N for E = 220						
			Role			
Craftsman/ Apprentice	Between	1	3.9630	3.9630		
	Within	268	192.4222	.7180	5.5195	.0195*
	Total	269	196.3852			
N for LE = 53						
N for E = 217						
Demonstrator	Between	1	3.1728	3.1728		
	Within	271	177.6477	.6555	4.8401	.0286*
	Total	272	180.8205			
N for LE = 53						
N for E = 220						
Supervisor	Between	1	2.3706	2.3706		
	Within	271	155.8565	.5751	4.1219	.0433*
	Total	272	158.2271			
N for LE = 53						
N for E = 220						
Observer	Between	1	1.7344	1.7344		
	Within	268	108.5656	.4051	4.2814	.0395*
	Total	269	110.3000			
N for LE = 52						
N for E = 218						

$p \leq .05$

NOTE: LE indicates less experienced faculty; E indicates experienced faculty.

Age of the teacher. There were significant differences found between the age of the teacher and the roles of craftsman/apprentice and disciplinarian. Teachers 25 years old and under reported using the craftsman/apprentice and disciplinarian roles significantly more frequenty ($p \leq .01$) than teachers 26 years old and above. These results are limited as the teacher 25 years old and under represent only 2.2 percent of the sample.

Type of degree held. The type of degree held was significantly related to the steering, evaluating, and overseeing role categories (Table 13). Faculty with a baccalaureate degree in nursing reported using a number of roles more frequently than other groups. Since this group represented only 4 percent of the total sample, data for the baccalaureate group alone will not be presented.

Faculty holding a master's degree in nursing used the observer and disciplinarian roles more frequently than faculty holding the doctorate ($p \leq .05$). Faculty holding the baccalaureate degree or master's degree in nursing reported using the supervisor role more frequently than those holding the doctorate ($p \leq .05$). Faculty holding the baccalaureate degree or master's degree not in nursing used the role of tutor ($p \leq .05$) and disciplinarian

TABLE 13

SUMMARY OF SIGNIFICANT ANALYSES OF VARIANCE

FOR TEACHER ROLES BY TYPE OF DEGREE HELD

Roles	Source	df	SS	$\bar{X}^2$	F-Ratio	F-Prob.
Tutor	Between	3	3.2909	1.0970		
	Within	265	103.2816	.3897	2.8146	.0397*
	Total	268	106.5725			
Supervisor	Between	3	7.0650	2.3550		
	Within	265	150.1320	.5665	4.1569	.0067**
	Total	268	157.1970			
Observer	Between	3	5.8895	1.9632		
	Within	262	97.1068	.3706	5.2967	.0015***
	Total	265	102.9962			
Disciplin-arian	Between	3	13.9454	4.6485		
	Within	263	212.5340	.8081	5.7522	.0010***
	Total	266	226.4794			

*$p \leq .05$
**$p \leq .01$
***$p \leq .001$

($p \leq .01$) more frequently than those holding the doctorate.

Teaching practicums. Faculty members reporting formal educational preparation, such as teaching practicums, showed no significant difference, in the roles reported, compared with faculty having had no formal teaching practicums.

Faculty size. The size of a group of faculty was significantly related to the role category of overseeing and the roles of supervisor and disciplinarian (Table 14). Faculty groups of 25 to 36 members reported using the overseeing category more frequently than faculty groups of 37 members and above. Faculty groups of 25 to 36 members reported using the roles of supervisor and disciplinarian more frequently than faculty groups of 37 members and above. Faculty groups of 13 to 24 members reported using the disciplinarian role more frequently than faculty groups of 37 to 50 members. The role of supervisor was used by the faculty groups with 13 to 24 members more frequently than faculty groups with 51 members and above.

Sex of Teacher. The sex of the teacher represented only 2.2 percent of the sample. Although this

TABLE 14

SUMMARY OF SIGNIFICANT ANALYSES OF VARIANCE

FOR TEACHER ROLE CATEGORIES AND ROLES BY FACULTY SIZE

Variable	Source	df	SS	$\overline{X}^2$	F-Ratio	F-Prob.
			Role Category			
Overseeing	Between	4	3.4834	.8708		
	Within	268	65.8687	.2458	3.5432	.0077*
	Total	272	69.3521			
			Role			
Supervisor	Between	4	8.8877	2.2219		
	Within	268	149.3394	.5572	3.9874	.0040*
	Total	272	158.2271			
Disciplin-arian	Between	4	11.1435	2.7859		
	Within	266	217.4912	.8176	3.4072	.0097*
	Total	270	228.6347			

*$p \leq .05$

Note: Each N represents the number of subjects in the school of that size, not the number of schools participating.

compares with a national percentage of 2.3 percent men in nursing, the data is limited. Significance was noted in the role category of conferring and in the roles of colleague and tutor.

Summary of teacher characteristics. A summary of the teaching roles by the demographic characteristic appears in Table 15. This information presents an overall view of the areas of significance.

Factor analysis. The six role categories used in the ICTR, in descending order of frequency of reported use, were advising, evaluating, overseeing, conferring, steering, and socializing. A factor analysis of the 18 roles in the study yielded five meaningful factors (Table 16). They are listed from highest to lowest as follows:

Factor 1. Steering Category

Those roles in which the teacher actively guides and directs the student. Roles which factored into this category were tutor, craftsman/apprentice, demonstrator, instructor, and supervisor.

Factor 2. Overseeing Category

Those roles which involve monitoring and managing the arrangements for the student learning experience.

TABLE 15

SUMMARY OF STATISTICAL SIGNIFICANCE (*) FOR

TEACHING ROLES BY DEMOGRAPHIC CHARACTERISTICS

	Demographic Characteristics						
	Teaching Area	Teaching Experience	Age of Teacher	Level of Students Taught	Teaching Practicums	Types of Degree	Faculty Size
Teaching Role Categories							
Advising							
Conferring							
Steering		*		*		*	
Evaluating				*		*	
Socializing							
Overseeing				*		*	*
Teaching Roles							
Consultant				*			
Resource Person							
Collaborator				*			
Colleague							
Tutor						*	
Craftsman/ Apprentice		*	*	*			
Demonstrator		*		*			
Instructor							
Supervisor		*		*		*	*
Observer	*	*		*		*	
Validator							
Evaluator							
Socialization Agent							
Apprentice							
Coordinator				*			
Proctor	*			*			
Disciplinarian			*	*		*	*
Liaison				*			

TABLE 16

FACTOR ANALYSIS

	Factors*	
	Percent of Variance	Roles
Factor 1: Steering	15.9	Demonstrator Supervisor Tutor Instructor Craftsman/Apprentice
Factor 2: Overseeing	15.1	Proctor Disciplinarian Coordinator Liaison Evaluator
Factor 3: Patterning	13.7	Colleague Apprentice/Craftsman Socializing Agent Collaborator
Factor 4: Validating	6.0	Validator (1) Observer (1)
Factor 5: Advising	5.7	Consultant (1) Resource Person (1)

*Listed from heaviest to lowest.

Roles which factored into this category were coordinator, proctor, disciplinarian, liaison, and evaluator.

Factor 3. Patterning Category

Those roles assumed by the teacher which place the student in a colleague relationship with the teacher in order to move toward professionalism. Roles which factored into this category were collaborator, colleague, apprentice, and socialization agent.

Factor 4. Validating Category

Those roles in which the teacher provides performance feedback to the student. Roles which factored into this category were observer and validator.

Factor 5. Advising Category

Those roles in which the teacher provides the expertise in interacting with the student. Roles which factored into this category were consultant and resource person.

The original six role categories used thus changed to five categories as a result of the factor analysis (Table 16, p. 32). The socializing and conferring categories were combined into one category and renamed patterning. Additionally, several roles were rearranged

as a result of the factor analysis. The evaluator role was subsumed under the overseeing category. The roles of validator and observer were factored into a separate category and the category renamed validating. The results of the factor analysis generally supported the original choice of categories and grouping of roles used for the study. The changes, as a result of the factor analysis, do not seem illogical or change significantly the nature and intent of the categories.

Discussion

Most of the literature on teaching roles focuses on the teacher's role in the classroom rather than in the clinical setting. In the limited literature about clinical teaching roles, the primary role is that of supervision. The results of Study II show that teachers perceived that they use a myriad of roles and, moreover, that they use this large number of roles frequently. Clinical teachers should realize that they use multiple roles in the process of teaching. Additionally, it should be recognized that different teachers teach differently, that some roles may be more effective or "better" than others, and that some teachers may be more skilled in the use of a certain role.

The nature of the different specialty areas may result in the selection of different teaching strategies and therefore require different teaching roles. Differences noted in this study may relate to this factor. For example, direct supervision (as in medical-surgical settings) and indirect supervision (as in medical-surgical settings) and indirect supervision (as in psychiatric settings) may necessitate the use of different teaching roles.

The level of the student who is being taught influences the use of the teaching roles. In both studies, a clear difference was evident between the perceptions of faculty teaching beginning students and advanced undergraduates, or a combination of both, and faculty teaching exclusively graduate students. Since undergraduate students require more direct guidance in the clinical setting than do graduates, it is reasonable to expect the faculty to use such roles more frequently with undergraduates. It is also reasonable to expect faculty who teach graduates to depend more on the student to help the experience, to abide by policies, and to maintain the working relationship with the clinical agency.

A noticeable finding in Study II is that there was no difference reported between those who teach

undergraduates and those who teach graduates in their use of the socializing roles. One might expect that teachers would more frequently act as a socializing agent for undergraduates than for graduates.

Experience does influence the faculty's use of teaching roles. Less experienced teachers used more frequently those roles which are more structured and conventional. This may be the result of modeling their teachers, teaching in the beginning levels of the curriculum, or lack of exposure to and awareness of a wider variety of alternative teaching roles. Age may also be a closely related factor: in Study II younger faculty used the structured role of disciplinarian more frequently than older faculty.

Education also influences faculty use of teaching roles. In both studies, doctorally prepared faculty used conventional, structured roles less frequently than other groups of faculty. The use of the more structured roles by faculty with less academic preparation may be related to a variety of other factors, such as level of student taught, clinical specialty and experience.

The findings regarding teaching practicums as part of formal teacher preparation were unexpected. Those who had had teaching practicums did not differ in the use

of roles from those who had had none. This finding is contrary to the position implied in the literature. If teaching practicums are included in teacher preparation, the purpose needs to be clarified. Should a teaching practicum make a difference in teacher behaviors? The effectiveness of the preparation of nurse educators is questioned with specific reference to clinical teaching.

The size of the faculty group in the school was found to influence the teaching roles used by faculty. Members of faculty groups with 36 or fewer members tended to use the more structured roles (supervisor and disciplinarian) more frequently than members of faculty groups containing 37 or more persons. Certainly the organizational structure of small groups differs from that of large groups. This could affect the interpersonal relations of faculty members which, in turn, could influence their teaching roles.

Conclusions

In Study I, data indicated that the most common teaching roles used were those categorized as steering roles. The greatest number of teaching roles were reported by faculty with a clinical focus in medical-surgical nursing. When factors influencing teaching roles were analyzed, the

teacher model was identified as the factor most frequently influencing these roles. Higher means for the teaching roles were noted for those with academic preparation beyond the master's degree, those reporting preparation for teaching, and those with more than six years of teaching experience.

In Study II the statistical analyses indicated that advising roles were used most frequently, followed by evaluating, overseeing, conferring, steering, and socializing. The teacher characteristics that significantly related to use of the teaching roles included level of students taught, experience, degree held, clinical specialty, age, and size of faculty group. Formal courses in teaching with or without a clinical practicum did not affect the roles used. The factor analyses yielded these meaningful factors, or categories: steering, overseeing, patterning, validating, and advising.

The findings in both studies suggest that certain factors do influence the use of teaching roles by nursing faculty. In addition, the studies suggest the need to examine the significance of teaching roles in the teaching-learning process. Does the role the teacher assumes influence the learning outcomes for the student?

Both studies contributed to the development of meaningful categories for teaching roles. These categories will be useful in developing the body of knowledge about teaching roles. Also, they can be used in developing a taxonomy for sorting teaching roles. Such a taxonomy will provide for clearer communication about teaching roles between educators in all specialties.

Questions were raised in both studies about the use of teaching roles and the role of education in that process. The value of teaching roles in the educational process warrants further study, as well as the impact of education on the actual use of teaching roles.

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A P P E N D I C E S

A P P E N D I X A

Abstract of Bowman (1976) Study

A DESCRIPTIVE ANALYSIS OF TEACHING ROLES IN CLINICAL LABORATORY SETTINGS IN BACCALAUREATE AND HIGHER DEGREE NURSING PROGRAMS

Betsy Linn Eells Bowman, Ph.D.
The University of Texas at Austin, 1976

Supervising Professor: James W. Reynolds

The purpose of this study was to describe the perceived clinical teaching roles identified by selected nurse faculty members who teach students in clinical laboratory settings in baccalaureate and higher degree nursing programs. Eight research questions were posed with respect to this purpose.

This study was descriptive in nature. An interview schedule was developed for the collection of data. In addition an instrument to aid in the categorization of teaching roles was developed. These roles were grouped in five broad categories: advising, conferring, steering, socializing, and overseeing roles. Thirty nurse faculty volunteers from two state-supported schools of nursing participated in the study. There were fifteen faculty members from each school of nursing. Of the fifteen faculty members from each school, five had taught at least one

graduate clinical course, and the remaining ten had only taught undergraduate clinical courses within the last two years.

Interview responses were analyzed and grouped; interpretative phrases were used when necessary. The interpretative phrases related to teaching roles were also indicated on the "Teacher Role Categories" form. Descriptors were used to denote subcategories that differentiated roles within each of the broad categories. Three judges evaluated the interpretative phrases and the placement of the teaching role phrases on the "Teacher Role Categories" form.

Frequency tabulations were made for the areas considered. Means, medians, and percentages were used where appropriate. The faculty from the two schools were compared. The two faculty groups were similar in amount of teaching experience, the number of years since the master's degree was obtained, and preparation for teaching. They were different in respect to the academic preparation beyond the master's degree, the clinical focus areas represented, and the number who had taught registered nurse students. Both groups reported similar numbers and types of teaching roles. The factors influencing the teaching

roles were varied. Commonalities existed in the perceived purposes for the clinical laboratory experience and its influence on the teaching roles.

Conclusions based on the data included the following:

The most commonly perceived teaching roles of the faculty participating in this study were the steering roles.

Faculty members with a clinical focus area in medical-surgical nursing reported the greatest number of clinical teaching roles.

The teacher model was identified by faculty members in this study as the factor most frequently influencing their perceptions of teaching roles.

Faculty members reporting academic preparation beyond the master's degree had a slightly higher mean for the number of teaching roles than did those who did not have preparation beyond the master's degree.

Faculty members reporting preparation for teaching had a higher mean for the number of teaching roles than did those who had no preparation for teaching.

Faculty members with over six years of teaching experience reported a higher mean for the number of teaching roles than did those with six years or less of teaching experience.

A P P E N D I X B

Abstract of Bowman, Burge, Deitz, and Stevens (1979) Study

CLINICAL TEACHING ROLES USED BY FACULTY IN BACCALAUREATE AND HIGHER DEGREE PROGRAMS

c 1979 Bowman, Burge, Deitz, and Stevens

Betsy Eells Bowman
The University of Texas at Austin

Janet M. Burge
Florida State University

Vivian Lundy Deitz
Western Carolina University
North Carolina

Kathleen R. Stevens
University of Texas
Health Science Center
of Houston

The purposes of this study were to identify clinical laboratory teaching roles currently used by baccalaureate and higher degree nursing faculty in the South and to determine selected demographic characteristics that correlated with clinical laboratory teaching roles.

The study population included all faculty teaching in a clinical laboratory setting in southern baccalaureate, master's, or doctoral nursing programs (or combination of these programs), except for those faculty in institutions that provided an associate degree nursing program. A random sample of 451 teaching faculty was selected for the study. The final study sample was 273 subjects.

The researcher-developed Inventory of Clinical Teaching Roles (ICTR) was mailed with a return evenlope to each subject. The ICTR consisted of two parts. Part 1

pertained to selected demographic characteristics and Part 2 was a Likert-type scale which identified how frequently 18 teacher roles were used. The teaching roles listed in the ICTR were drawn from previous studies on clinical laboratory teaching roles. Six role categories were used to allow the researchers to categorize the 18 roles in the ICTR. These role categories were advising, evaluating, overseeing, conferring, steering, and socializing. The 18 subcategorical roles included consultant, resource person, collaborator, colleague, tutor, craftsman/apprentice, demonstrator, instructor, supervisor, observer, validator, evaluator, socialization agent, apprentice, coordinator, proctor, disciplinarian, and liaison. Content validity for the ICTR was established by a panel of 13 expert judges who were all faculty currently teaching in baccalaureate and higher degree nursing programs. Instrument reliability of .809 was established. Data were statistically analyzed using frequencies, means, analysis of variance, Pearson correlations, discriminate function analyses, and factor analyses.

Findings

Statistical analyses yielded the following findings. Faculty use from 14 to 18 different roles. The

teacher characteristics which significantly related to the use of the teaching roles were level of students taught, years of teaching experience, highest degree held, clinical specialty, age, and size of faculty group. Formal courses in teaching with or without a practicum did not have a significant relationship to the roles used by teachers.

The descending order of frequency for the categories used were advising, evaluating, overseeing, conferring, steering, and socializing. A factor analysis of the 18 roles yielded the following five meaningful factors, listed from highest to lowest.

Factor 1. Steering Category. Roles in which the teacher actively guided and directed the student. Roles which factored into this category included tutor, craftsman/apprentice, demonstrator, instructor, and supervisor.

Factor 2. Overseeing Category. Roles which involved monitoring and managing the arrangements for the student learning experience. Roles which factored into this category were those of coordinator, proctor, disciplinarian, liaison, and evaluator. These roles combined all of the previous overseeing and part of the evaluating categories.

Factor 3. Patterning Category. Roles assumed by the teacher which place the student in a colleague

relationship with the teacher in order to move toward professionalism. Roles which factored into this category were those from the socializing and conferring categories (collaborator, colleague, apprentice, and socialization agent).

Factor 4. Validating Category. Roles in which the teacher provided performance feedback to the student. Roles which factored into this category were observer and validator both from the evaluating role category.

Factor 5. Advising Category. Roles in which the teacher provided expertise in interacting with the student. Roles which factored into this category were consultant and resource person.

Conclusions

The original six role categories used by the researchers to categorize the 18 roles changed to five categories as a result of the factor analysis. The results of the factor analysis supported the original choice of categories and groupings of roles used for the study. The changes resulting from the factor analysis seem logical and they do not change significantly the nature and intent of the categories. Thus the categories appear to have been

meaningful in the process of sorting and categorizing the roles used by teachers in this study. The resulting categories will be useful in developing a taxonomy for sorting teaching roles. Such a taxonomy will provide for clearer communication about teaching roles between educators in all specialties.

A P P E N D I X C

Research Questions (Bowman, 1976)

RESEARCH QUESTIONS

The study sought to answer the following questions:

Question 1. What are the perceived clinical teaching roles of both undergraduate and graduate nurse faculty members?

Question 2. What is the most commonly perceived clinical teaching role of both undergraduate and graduate nurse faculty members?

Question 3. What differences are there between the perceived clinical teaching roles of undergraduate and graduate nurse faculty members?

Question 4. What differences are there in the perceived clinical teaching roles of undergraduate nurse faculty members who teach only generic students and those who also teach registered nurse students?

Question 5. What differences exist in the perceived clinical teaching roles of nurse faculty when grouped by the primary clinical focus area in which they teach?

Question 6. What factors (experience, educational preparation, or persons) do nurse faculty identify as having the most influence on their perceptions of their clinical teaching role?

Question 7. What do nurse faculty perceive to be the purposes of clinical laboratory experience for nursing students?

Question 8. How does the individual faculty member think the purposes of clinical laboratory experiences influence the perceived clinical teaching role?

A P P E N D I X D

Hypotheses (Bowman, Burge, Deitz, and Stevens, 1979)

HYPOTHESES

Since this study describes the roles used in clinical teaching, no hypotheses were stated for the first question, "What are the roles used by nursing faculty who teach in baccalaureate and higher degree programs?" For the second question, "What are the demographic characteristics relating to roles?," eight hypotheses were formulated to appraise the relationships between the selected demographic characteristics of the faculty and the roles used in the clinical laboratory.

Hypothesis 1. There is no statistically significant difference in the ROLES used in the clinical laboratory by individuals with RESPONSIBILITY for teaching adult health, maternal/newborn, pediatrics, community health, or psychiatric/mental health.

Hypothesis 2. There is no statistically significant relationship between the level of STUDENTS TAUGHT and ROLES used by teachers in the clinical laboratory.

Hypothesis 3. There is no statistically significant difference between the EXPERIENCED

and the LESS EXPERIENCED TEACHERS in baccalaureate and higher degree programs and ROLES used in the clinical laboratory.

Hypothesis 4. There is no statistically significant relationship between the AGE of the teacher and ROLES used in the clinical laboratory.

Hypothesis 5. There is no statistically significant relationship between the types of DEGREE HELD and the ROLES used in the clinical laboratory.

Hypothesis 6. There is no statistically significant relationship between teachers having had TEACHING PRACTICUMS in their formal educational preparation and the ROLES used in the clinical laboratory.

Hypothesis 7. There is no statistically significant difference between the NUMBER OF FACULTY in a school and the ROLES used in the clinical laboratory.

Hypothesis 8. There is no statistically significant relationship between the SEX of the teacher and the ROLES used in the clinical laboratory.

A P P E N D I X E

Interview Approach (Bowman, 1976)

INTERVIEW APPROACH

1. "What nursing courses have you taught in the last two years which included having nursing students in clinical settings?"

   a. undergraduate courses ____yes; ____ no; if yes,

      (1) Give name and nature of courses.

      (2) In general, the type of students were

      _____ all basic/generic students

      _____ all "RN"

      _____ mixed basic/generic and "RN"

      _____ other, described as _____

      _____

   b. graduate courses ____ yes; ____ no; if yes, give name and nature of courses.

   If "yes" to both undergraduate and graduate courses:

   "Do you consider yourself primarily an undergraduate or a graduate faculty member?"

2. "What is the primary area of clinical focus in the courses which you have been teaching?"

   ____ maternal child nursing ____ psychiatric nursing

   ____ medical-surgical nursing ____ integrated

   ____ community nursing ____ other, described as

   _____

3. Part One

Select the question based on the answer to question number one:

a. Answer was all undergraduate courses:

"How would you describe your teaching role, or roles, with nursing students who are having experiences in clinical settings in undergraduate courses?"

For those who have taught mixed basic/generic and "RN" students:

"Do you consider your teaching role, or roles, to be same or different in working with basic/generic students and "RN" students?" "How?"

b. Answer was all graduate courses:

"How would you describe your teaching role, or roles, with nursing students who are having experiences in clinical settings in graduate courses?"

c. Answer was both undergraduate and graduate courses:

"How would you describe your teaching role, or roles, with nursing students who are having experiences in clinical settings in undergraduate and graduate courses?"

"Do you consider your teaching role, or roles, to be the same or different in the two levels of courses?" "How?"

d. For those who have taught mixed basic/generic and "RN" undergraduate students:

"Do you consider your teaching role, or roles, to be the same or different in working with basic/generic students and "RN" students?" "How?"

3. Part Two

"Does what you have described reflect your beliefs about what your role ought to be?"

4. "What factor, or factors, do you believe have had the most influence on your teaching role? These factors might come from previous experiences or situations, your educational preparation, or persons." (If more than one factor is named, limit interviewee to five factors and ask her to rank order those given.)

5. "From your point of view, what do you believe to be the purpose of clinical experiences for students?"

"How do you think that your beliefs about the purpose of clinical experiences influences your teaching role?"

6. Background Information.

a. Total years of baccalaureate and higher degree teaching experience.

_____ years

b. Year master's degree was completed. 19_____

c. Type of master's degree. M.S. M.S.N. M.N.

M.A. M.Ed. Other____

d. Did this degree program include preparation for teaching?

yes _____ no _____

3. Have you done academic work beyond your master's degree?

yes _____ no _____

A P P E N D I X F

Teacher Role Categories (Bowman, 1976)

TEACHER ROLE CATEGORIES

(Bowman, 1976)

Category	Descriptor	Behavioral Clarifiers/ Teacher Behaviors
1. Advising Roles	1.1 Consultant	Confers/deliberates with student as an advisor (professional advice)
teacher participates in process as an "expert" person; as a clinical content expert		
internal to teaching-learning process	1.2 Mentor	Guides/counsels student
	1.3 Resource Person	Source of informational help and/or support for the student "Expert" Helping and suggesting Helps student in the process of identifying and utilizing other persons as resources (liaison)
2. Conferring Roles	2.1 Consultant	Confers/deliberates with the student as a peer
teacher participates in the process as a peer; usually an interpersonal and process expert (means-er is expert)	2.2 Collaborator	Works jointly with the student
internal to teaching-learning process	2.3 Colleague	Works as an associate with the student
3. Steering Roles	3.1 Tutor (coach)	Guides student individually
teacher participates in process in an active assistive role; guiding, directing	3.2 Preceptor	Works personally with the student in teacher's speciality area of practice
internal to the teaching-learning process	3.3 Craftsman/ apprentice	Works as the experienced person in a single skill area or with a group of skills while the student is a novice

Category	Descriptor	Behavioral Clarifiers/ Teacher Behaviors
	3.4 Apprentice/ craftsman	Works as the novice in helping the student further develop processes related to skill development in a specialized area
	3.5 Demonstrator	Shows clearly "how to do"
	3.6 Instructor	Gives/imparts knowledge to the student (teaches)
	3.7 Observer	Watches student activity as a participating or nonparticipating person providing performance feedback to the student
	3.8 Validator	Verifier for student regarding performance
	3.9 Evaluator (tester)	Judges student's performance
	3.10 Supervisor	Oversees student in practice activities
4. Socializing Roles	4.1 Socialization Agent	Fitting (or training) student for profession of nursing
aids in adaptation to social role of "nurse," including evolving role forms		Points to and reinforces social expectations and rules for the role of nurse
internal to the teaching-learning process		Criticizes behavior
5. Overseeing Roles	5.1 Supervisor	Oversees arrangements for student experience
teacher participates in the process in a regulatory role	5.2 Monitor	Keeps track of regulatory factors related to student's experience
	5.3 Proctor	Supervises student activities (as in an examination)

Category	Descriptor	Behavioral Clarifiers/ Teacher Behaviors
External to the teaching-learning process	5.4 Disciplinarian	Enforces rules, maintains order
	5.5 Liaison	Assures interrelationships, as between school and agency personnel
6. Other		

A P P E N D I X G

Inventory of Clinical Teaching Roles (ICTR)

(Bowman, Burge, Deitz, and Stevens, 1979)

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PART I
QUESTIONNAIRE

The following demographic information will be helpful to us in looking at activities in clinical teaching: Please record your responses directly on the questionnaire and return in the enclosed stamped envelope.

1. PRIMARY AREA IN WHICH YOU TEACH NURSING STUDENTS:

   A. Medical-Surgical/ Adult Health
   B. Maternal/Newborn
   C. Pediatrics
   D. Community Health
   E. Psychiatric/Mental Health

2. TYPE OF SCHOOL:

   A. Private
   B. Public

3. NUMBER OF YEARS TEACHING EXPERIENCE:

   A. 1 Year
   B. 2 Years
   C. 3 - 5 Years
   D. 6 - 10 Years
   E. 11 and Above

4. YOUR SEX:

   A. Male
   B. Female

5. TYPES OF PROGRAM(S) OFFERED IN SCHOOL IN WHICH PRESENTLY TEACHING:

   A. Baccalaureate
   B. Baccalaureate, Masters
   C. Baccalaureate, Masters, Doctorate
   D. Masters, Doctorate

6. DESIGNATE CLASSIFICATION OF STUDENTS YOU TEACH WITH RESPECT TO NURSING COURSES:

   A. Freshman
   B. Sophomore
   C. Junior
   D. Senior
   E. Graduate

7. HAVE YOU HAD FORMAL COURSE(S) IN TEACHING:

   A. General Education
   B. Nursing Education
   C. Both General and Nursing Education
   D. None

8. DID YOUR COURSE WORK INCLUDE A PRACTICUM IN CLINICAL TEACHING IN NURSING?

   A. Yes
   B. No

9. TYPE OF PROGRAM IN WHICH YOUR PRIMARY TEACHING RESPONSIBILITY IS:

   A. Baccalaureate
   B. Masters
   C. Doctorate

10. WHEN DO CLINICAL NURSING COURSES BEGIN IN YOUR PROGRAM:

    A. Freshman
    B. Sophomore
    C. Junior

11. INDICATE HIGHEST DEGREE YOU HOLD:

    A. Bachelors in Nursing
    B. Bachelors not in Nursing
    C. Masters in Nursing
    D. Masters not in Nursing
    E. Doctorate

12. NUMBER OF YEARS OF TEACHING EXPERIENCE IN BACCALAUREATE AND HIGHER DEGREE NURSING PROGRAMS:

    A. 1 Year
    B. 2 Years
    C. 3 - 5 Years
    D. 6 - 10 Years
    E. 11 and Above

13. YOUR AGE RANGE:

    A. 25 and Under
    B. 26 - 35
    C. 36 - 45
    D. 46 - 55
    E. 56 and Above

(Continued on backside of page)

PART II
QUESTIONNAIRE

1. For the purposes of this questionnaire, the following letter designations should be used for the definitions listed below:
   - A. OFTEN = almost every clinical session
   - B. SOMETIMES = about half of the clinical sessions
   - C. SELDOM = a few clinical sessions
   - D. NEVER = you do not use this behavior in any clinical session.

2. Please continue with Part II of this questionnaire by recording your responses on the questionnaire.

WHEN I AM WITH STUDENTS IN THE CLINICAL LABORATORY SETTING, I USE THE FOLLOWING TEACHER BEHAVIORS:

Role Categories	Roles	Behavioral Clarifiers/Teacher Behaviors	A (OFTEN)	B (SOMETIMES)	C (SELDOM)	D (NEVER)	
Advising Roles	14. Consultant	Advise/deliberate with student on clinical content.					(14)
	15. Resource Person	Source of informational help and assists the student in the process of identifying and utilizing other resources.					(15)
Conferring Roles	16. Collaborator	Confer/deliberate with the student.					(16)
	17. Colleague	Work as a peer with the student.					(17)
Steering Roles	18. Tutor	Guide students.					(18)
	19. Craftsman/ Apprentice	Work as the experienced person while the student is a novice.					(19)
	20. Demonstrator	Show clearly "how to do."					(20)
	21. Instructor	Teach/impart knowledge to the student.					(21)
	22. Supervisor	Direct students in practice activities.					(22)

(Continued on next page)

WHEN I AM WITH STUDENTS IN THE CLINICAL LABORATORY SETTING, I USE THE FOLLOWING TEACHER BEHAVIORS:

Role Categories	Roles	Behavioral Clarifiers/Teacher Behaviors	A OFTEN	B SOMETIMES	C SELDOM	D NEVER	
Evaluating Roles	23. Observer	Watch student activity.					(23)
	24. Validator	Provide performance feedback to the student.					(24)
	25. Evaluator	Judge student's performance for progress through the program.					(25)
Socializing Roles	26. Socialization Agent	Prepare/mold student for profession of nursing.					(26)
		Identify social expectations and rules for the role of a nurse.					
		Critique and reinforce student behavior in relation to social expectations and rules for the role of nurse.					
	27. Apprentice	Function as the learner.					(27)
Overseeing Roles	28. Coordinator	Plan for student experience.					(28)
	29. Proctor	Monitor student activities.					(29)
	30. Disciplinarian	Enforces policies and maintains order.					(30)
	31. Liaison	Assures interrelationships, as between school and agency and the personnel.					(31)
Comments:							

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